**Project Rubric**

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|  | **Limited**  **1** | **Progressing**  **2** | **Good**  **3** | **Excellent**  **4** | **Total** |
| **Research** | Collected research from only 1-2 sources. Only recalled 1-3 facts about each planet. | Collected research from limited sources. Could recall only 3- 5 facts about each planet. | Collected research from a few different sources. Could recall all facts about each planet. | Collected research from a range of different sources. Could recall all seven facts about each planet. Elaborated the facts in their own words. |  |
| **Powerpoint** | Powerpoint had 1-3 slides with limited information. Powerpoint did not contain graphics or sound effects. | Created a powerpoint with graphics or sound effects. Included less than 5 pieces of information on each slide. Powerpoint had 3-5 slides. | Created a visually pleasing powerpoint with sound effects and graphics. Included 5-6 pieces of information on each slide. Powerpoint has 5-7 slides. | Created a visually pleasing powerpoint with sound effects, graphics and detailed information about their chosen planet. Created powerpoint with no or little assistance. Powerpoint had over 7 slides. |  |
| **Planet creation: Planning** | Students created a spider scribe with little information. Spider scribe did not contain photos or graphics. Little adjectives were used to describe the planet. | Students created a spider scribe with few graphics and photos. Information was limited. Planet was created with limited imaginative thought. Some adjectives were used. | Student created a well-presented spider scribe with detailed information and several graphics and photos. Planet was created with original imaginative thought. Good use of adjectives. | Student created a well-presented spider scribe with very detailed information about their planet. Spider slide included photos, information and graphics. Planet was created with high levels of original imaginative thought. Excellent use of adjectives. |  |
| **Planet creation: Presentation** | Student created a presentation with limited eye contact and clear projection. Presentation was not edited. Assistance was needed for most of the production of the presentation. Presentation lasted under 2 minutes. | Student created an engaging presentation. Clear voice projection and eye contact was evident for most of the presentation. Assistance was needed when using the iMovie software and video recording equipment. Presentation lasted 2-3 minutes. | Student created an engaging presentation with clear voice projection, eye contact and good content. Only some assistance was needed when using the iMovie software and video recording equipment. Presentation lasted from 3-5 minutes. | Student created an engaging presentation with clear voice projection, eye contact and good content. The advertisement was convincing with excellent use of persuasive language and enthusiasm. Student could use the iMovie software and video recording equipment with little assistance. Presentation lasted for 5 minutes. |  |
| **Process** | Had multiple spelling errors. Minimal contribution to the team work. Work was rushed and not completed in the set time. | Had few spelling errors. Worked well in a team but there was limited contribution. Most work was completed in the set time. | Had minimal spelling errors. Good use of adjectives. Worked well in a team by assisting and contributing. Work was completed in the set time. | Had no or little spelling errors. Work well in a team, helped lead, contribute and assist others. Excellent use of adjectives. Spoke confidently when presenting their material. Managed their time efficiently and completed work in the set time. Student was self motivated and kept on task. |  |
|  |  |  |  | **Total =** |  |